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Acknowledgements

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What and for whom?

Dutch Grammar Support provides insight into the grammar, that is into patterns, regularities and irregularities of the language. Such insight supports the learning process: it will help you to learn quicker and better. In the end you want to become fluent in the language: to learn how to speak, listen, read and write in Dutch.

Dutch Grammar Support can be used to support learners in a Dutch as a second language course in the Netherlands. It can also support learners in a Dutch as a foreign language course in another country and last but not least it may help autonomous learners involved in self study. It is mainly suitable for adults who have followed at least a few years of secondary education in their own country. Both beginners and more or less advanced learners will find the answers to their questions in Dutch Grammar Support.

The instruction language in Dutch Grammar Support is English. The instructions are simple and short, which makes the book also accessible to non-native speakers of English. The number of grammatical terms is limited and they are used for basic concepts only.

Dutch Grammar Support presents a selection of grammatical rules that apply to spoken and written language in daily life, in a working environment and when studying. The selection is based on the knowledge of the language required at three levels: A2, B1 and B2 of the Common European Framework of Reference for Languages (CEFR). In the Netherlands, A2 is the required level for the Integration Exam, B1 for the State Exam I and B2 for the State Exam II.

Outline

This book contains 17 chapters. Chapter 1 provides an introduction to the parsing of sentences. Chapter 2-13 are about words and chapters 14-17 are about sentences.

Every chapter starts with an introduction and an overview of the subjects included in that chapter. Rules are given for every subject at levels A2, B1 and B2, to make clear which grammatical rule you should know at which level.

On every level, the rules are explained in English and the example sentences are given in Dutch. The examples are numerous and varied. Wherever possible and useful, the rules are summarised in a table. Then there are several short assignments that you can use to test whether you understand the information. The answers to the assignments can be found in the back of the book.

Grammatical rules are very diverse. Some rules are only about the form, for example the inversion rule in *Morgen kom ik*. Others also have a clear meaning. For example, the comparative form of the adjective: *mooier dan*. For many grammatical rules, the use is also important: when do you use certain forms? Why do you choose *hartstikke* in certain situations and not in other situations? Dutch Grammar Support makes a distinction between Form, Meaning and Use when explaining the grammatical rules.¹

Every chapter includes a *Your own language* section and a section *How to learn*. When learning a new language, you sometimes make mistakes that have to do with the structure of your own language. It is therefore helpful to compare the rules in Dutch with the rules of your own language. That kind of comparison is made in the section *Your own language*.

To understand a rule and to be able to apply it in an exercise, is the first step in the learning process. Eventually you want to apply the rules in daily use of the language. The *How to learn* section gives advice on how to deal with the grammatical subject in question. Such advice is about cyclic learning, preventing fossilisation and more. This section applies both to beginners and to more advanced learners.

There are two appendices: Appendix 1 with the main spelling rules and Appendix 2 with a selection of irregular verbs. With the extensive Index in the back of the book you are always able to find what you are looking for.

1 See Larsen Freeman, D. (20013). *Teaching Language: from Grammar to Grammmaring*. Boston, MA: Heinle

1 Parsing the sentence

A sentence consists of words. Two or more words can belong together in a group of words or phrase. The meaning of the sentence depends on how the words or groups of words are related. The analysis of these relations within a sentence is called parsing. Parsing helps to understand the meaning of a sentence.

Jonas – slaapt

De vader van Jonas – werkt.

Marja – zoekt – haar sleutels.

Jonas en Marja – zoeken – een huis – in Leiden.

Op zaterdag – slapen – ze – soms – tot twaalf uur.

This chapter includes

- 1.1 The predicate
- 1.2 The subject
- 1.3 The direct object
- 1.4 The indirect object
- 1.5 The prepositional object
- 1.6 The adverbial
- 1.7 Your own language
- 1.8 How to parse a sentence

1.1 The predicate



Form and meaning

The predicate is the most important part of the sentence. It always contains one or more verbs. The verbs often express an activity: walking, working, sleeping, eating, etc. The predicate provides information on the subject (see also 1.2).

The predicate always contains a conjugated verb. This conjugated verb adjusts in number and in person to the subject of the sentence.

Joost *slaapt*.

Joost en Anneke *slapen*.

Ik *slaap*.

Jij *slaapt*.

The other forms of the verb, such as the infinitive and the past participle, also belong to the predicate. These forms do not change.

Joost en Anneke *willen graag slapen*.

Joost *moet* nu echt *slapen*.

Joost *heeft* lekker *geslapen*.

Joost en Anneke *hebben* lekker *geslapen*.

An adjective or a noun after *zijn*, *worden*, *blijven* also belongs to the predicate.

Het huis *is groot*.

Het boek *wordt mooi*.

Mijn broer *is advocaat*.

Is je zus lerares?

The predicate

Ik *werk*.

Ik *heb* melk *gekocht*.

Ik *wil* mijn vader *bezoeken*.

Het huis *is groot*.

Mijn oom *is bakker*.

ASSIGNMENT 1

Underline the conjugated verb.

- 1 Ik *werk*.
- 2 Mijn vader *zegt* iets.
- 3 Waar *koop* jij bloemen?
- 4 Joost *loopt* in de tuin.
- 5 Heb je de krant al *gezien*?
- 6 Ik *moet* een kaart kopen voor het openbaar vervoer.

ASSIGNMENT 2

Underline the predicate.

- 1 Heb je de krant al gezien?
- 2 Ik moet een kaart kopen voor het openbaar vervoer.
- 3 Ik heb gisteren lekker gefietst.
- 4 Ga je een nieuwe fiets kopen?
- 5 Heb je gisteren het programma over Sri Lanka gezien?
- 6 Ze wil haar vader bezoeken.

ASSIGNMENT 3

Underline the predicate.

- 1 De tafel is handig.
- 2 De baby wordt ziek.
- 3 De boom in de tuin is hoog.
- 4 De appels blijven duur.
- 5 De weg is gevaarlijk.
- 6 Zijn zoon wordt bakker.

1.2

The subject



Form and meaning

The subject of the sentence is the person or the matter performing the activity. It may consist of one or more words. The subject is placed directly before or after the predicate.

Joost slaapt.

Joost en Anneke slapen.

De boot vertrekt.

De boot naar Harlingen vertrekt.

Ik slaap.

Hij slaapt.

Ze slapen.

Wanneer vertrekt de boot?

Dan komen we morgen.

The subject

Ik werk.
Het huis is duur.
Jan en ik kopen melk.
Waar werk *jij*?

ASSIGNMENT 4

Underline the subject.

- 1 *Ik* werk.
- 2 *Mijn vader* zegt iets.
- 3 *Waar koop jij* bloemen?
- 4 *Joost* loopt in de tuin.
- 5 *Heb je de krant* al gezien?
- 6 *Ik* moet een kaart kopen voor het openbaar vervoer.

1.3

The direct object



Form and meaning

The direct object of a sentence is the person or the matter that is directly affected by the action of the verb. It is placed behind the conjugated verb. It consists of one or more words.

Joost ziet *Anneke* op straat.

Joost pakt *zijn fiets*.

Joost volgt *Anneke en haar vriendin*.

Joost brengt *haar* thuis.

The direct object

Ik zie *Anneke*.
Wij hebben *een heel mooi huis*.
Jan en ik kopen *melk*.
Ze verkopen *kaas en boter*.

ASSIGNMENT 5

Underline the direct object.

- 1 Karel eet heel veel groente.
- 2 Mijn zusje heeft haar linkerarm gebroken.
- 3 Draag jij een das op je werk?
- 4 Ik zie mijn vriend niet. Hij is weg!
- 5 Mijn moeder doet veel suiker en melk in haar thee.
- 6 Mijn broek is kapot. Kunt u hem nog maken?

1.4

The indirect object



Form and meaning

The indirect object is the person who benefits from the action of the verb. It always involves a person. It may consist of one or more words. Sometimes *aan* is used before the indirect object.

Joost wil *Anneke* iets geven.

Joost geeft *haar* een roos.

Joost schrijft *haar* ook een brief.

Joost geeft *zijn vriendin Anneke* een kus.

Joost schrijft vaak *aan Anneke*.

The indirect object

Ik geef *Anneke* een kus.

We schrijven *de buren* een brief.

Ze verkopen kaas *aan de buren*.

ASSIGNMENT 6

Underline the indirect object.

- 1 Aan wie heb je je auto verkocht?
- 2 Hij wil jullie zijn huis laten zien.
- 3 Ik heb je dit al drie keer gevraagd.
- 4 We hebben aan de winnaar een prijs van honderd euro beloofd.
- 5 Ik zal u het pakje direct brengen.
- 6 Joris vertelt zijn zontje iedere avond een verhaaltje.



Form and meaning

Some verbs are always followed by a preposition. It will always be the same preposition. This preposition, together with the words that belong to it, is called a prepositional object. Some nouns and some adjectives in expressions are also followed by a prepositional object (see also 13.3).

Joost houdt *van Anneke*.

Hij praat graag *met haar*.

Hij wacht *op zijn kans*.

Joost heeft een hekel *aan vis*.

Hij heeft wel zin *in een broodje*.

Anneke heeft ervaring *met computers*.

Ben jij bang *voor de kou*?

Joost is verliefd *op Anneke*.

Anneke is het eens *met Joost*.

The prepositional object

Ik hoop *op een goed resultaat*.

Heb jij verstand *van koken*?

Ze is trots *op haar vriend*.

ASSIGNMENT 7

Underline the prepositional object.

- 1 Ik wacht op de trein naar Den Haag.
- 2 Mag ik u feliciteren met uw verjaardag?
- 3 We houden rekening met zijn komst.
- 4 Hij heeft medelijden met zijn vriendin.
- 5 Mijn dochter is boos op haar vader.
- 6 Koen is trots op zijn moeder.



Form and meaning

Adverbials can specify the action of the verb. They can express, for example, place, time and degree. They can be one word, or a group of words. There can be more than one adverbial in a sentence.

Place

Ik woon in Amsterdam.

Mijn zus woont boven en ik beneden.

Time

De bus komt vandaag niet.

De vergadering duurde tot drie uur.

Time + place

Sinds vanmorgen rijden er in Rotterdam geen trams.

We wonen hier sinds september 2016.

Degree

Het vriest hard.

De temperatuur is heel erg gedaald.

The adverbial

Ik werk vandaag tot acht uur.

Woont hij in een dorp?

Hij is heel erg ziek.

ASSIGNMENT 8

Underline the adverbials.

- 1 Ik wacht op je bij de bushalte.
- 2 Ten oosten van Nederland ligt Duitsland.
- 3 De hond van de buren blaft heel hard.
- 4 We komen om drie uur.
- 5 Ze zit de hele middag op de bank.
- 6 Je kunt vanaf half vier bellen.

1.7

Your own language



- Have you learned to parse sentences in your own language? If you cannot (or no longer) remember, you can try parsing a sentence in your own language. What are the names you use for parts of the sentences in your own language?
- What is this like in other languages?
Most languages use more or less the same words to name subject, object, predicate and adverbials.

1.8

How to parse a sentence



Example:

Mijn neef maakt op donderdag zijn huiswerk in de kantine van de school.

- 1 You start with the predicate. What is said? What is the action concerned? Which verb is being used?
The verb *maakt* can be found in the example. That is the conjugated form of the verb and it is the predicate.
- 2 You look at the subject that is being discussed. The subject is placed before or after the conjugated verb. You can also ask: *Wie of wat maakt?* In the example: *mijn neef*. You have now found the subject: *mijn neef*.
- 3 Then you can have a look at whether a direct object is mentioned in the sentence. You can ask: *Wie of wat maakt mijn neef?* The answer is: *zijn huiswerk*. It is a direct object.
- 4 There are still some words remaining: *op donderdag* and *in de kantine van de school*. You can ask: *Wanneer maakte mijn neef zijn huiswerk?* En *Waar maakte mijn neef zijn huiswerk?* *Op donderdag* is called an adverbial of time and *In de kantine van de school* is an adverbial of place.

To parse a sentence, you always start with finding the predicate. Then you look for the subject and the object(s) belonging to the verb. Finally you look for the adverbials.